District Leadership
Writing Update III
February 2007

This packet will contain the following handouts that you may reference during the update session. You may also download the PowerPoint if you would like to use it during review sessions at your schools.

1. Agenda for Update Session III
2. Cluster Leader agenda (2 days)
3. Spring training agenda (6 hour model)
4. Spring training agenda (3 hour model)
5. Kentucky Writing Scoring Rubric
6. Handbook pages on scoring sessions
7. Categories of Writing—four box chart
8. CL and DAC duties
9. Quality Control procedures
10. Quality Control record
11. Table Leader read-behind procedures
12. Table Leader read-behind record
13. Score Report form
14. Accumulation form
15. Writing Portfolio Scoring Data Entry Instructions
16. EILA certificate

District Leadership
Writing Update III
February 2007

Three-hour Agenda

1. Overview of Cluster Leader scoring training session

2. Setting up Scoring Sessions
    - o   Number of scorers
    - o   Double-blind scoring
    - o   Clarification of "primary responsibility"
    - o   Clarification of "controlled setting"

3. Using Quality Control Portfolios—purposes and procedures
    - o   DAC's responsibility with QC portfolios
    - o   QC records for accuracy of scoring
    - o   QC records for potential audit

4. Using the application for data entry
    - o   Responsibilities
    - o   Score report forms
    - o   Accumulation forms
    - o   Data Input
    - o   Delivering the data to KDE

Cluster Leader Scoring Training
Agenda

DAY ONE
Welcome and overview of the 2-day session
- Distribute the agendas for 6-hour and 3-hour training
- Introduce use of **double-entry journal** during the training today

Discussion Rules **(All referenced pages are in Part 2 of the *Kentucky Writing Handbook)***
- Discuss holistic versus analytical scoring **(pg. 2) (view telecast)**
- Review "Discussion Rules for Scorers" **(pg. 14)**
- Discuss objectivity issues/bias **(pg. 9)**

Scoring Tools
- Activity to review categories of writing and their characteristics **(4-box handout)**
- Activity to review criteria for poetry **(12-13)**
- Activity to review criteria for informative/technical (all grade levels) and analytical writing (12 grade only) **(pg. 10-11, handout of criteria for analytical writing)**
- Review scoring rubric using the anchor papers **(rubric on pages 25-26)** and introduce use of the score report form **(pg. 9 - Appendix A)**
    - ○ CONTENT
        - ▪ Review the scoring rubric language (content only) **(view telecast)**
        - ▪ Read the anchor papers for CONTENT
        - ▪ Discuss the indicators in each cell
        - ▪ Score the CONTENT of <u>a piece</u> in the **first training** portfolio (literary or transactive)
        - ▪ Discuss the rationale for the CONTENT score of that piece
    - ○ STRUCTURE
        - ▪ Review the scoring rubric language (structure only) **(view telecast)**
        - ▪ Read the anchor papers for STRUCTURE
        - ▪ Discuss the indicators in each cell
        - ▪ Score the STRUCTURE of the <u>same piece</u> in the **training** portfolio
        - ▪ Discuss the rationale for the STRUCTURE score of that piece
    - ○ CONVENTIONS
        - ▪ Review the scoring rubric language(conventions only) **(view telecast)**
        - ▪ Read the anchor papers for CONVENTIONS
        - ▪ Discuss the indicators in each cell
        - ▪ Score the CONVENTIONS of the <u>same piece</u> in the **training** portfolio
        - ▪ Discuss the rationale for the CONVENTIONS score of that piece

Scoring Process
- Review the scoring process for a whole portfolio **(use flowchart-pg. 3) (view telecast)**
- Score the remainder of the pieces in the **training** portfolio using the process outlined in the flowchart (use the same score report form from above)
- Review and discuss the rationale for the pieces in the training portfolio
- Score the **first practice** portfolio
- Review and discuss the rationale for the pieces in the portfolio
- Additional scoring concerns
    - ○ Complete and incomplete portfolios **(pages 18-20)**
    - ○ Alerts **(pages 16-17 and page 11 in Appendix A)**

EXIT SLIP (participants record questions from double entry journal related to today's session)

DAY TWO

- Address questions from participant's **exit slips** (double entry journal)
- Score **second training portfolio** using the procedure from day one (small and large group discussion)
- Score **second practice portfolio** (small and large group discussion)
- Discuss scoring paperwork/duties (checklist) for cluster leader/scoring facilitator **(view telecast)**
- Discuss ways to structure scoring sessions (**pages 4-8** Be sure to address clarification of what is meant by "classroom teacher primarily responsible for overseeing completion of a portfolio," the specifics of double-blind scoring, and "controlled setting.") **(view telecast)**
- Review "Code of Ethics for Writing Portfolios" **(pg. 15)**
- Review use of quality control portfolios during actual scoring at the school level **(pg. 7, handouts: Quality Control Procedures, Quality Control Record, Principal's Quality Control Portfolios Confirmation Sheet) (view telecast)**
- Review use of table leader read-behinds **(pg. 7, handouts: Table Leader Read-Behind Procedures, Table Leader Record)**
- Discuss use of analysis form on (**pg. 10 in Appendix A)**,Score Report Form, and Portfolio Scoring Accumulation Form **(view telecast)**
- Discuss finding non-adjacent scores **(view telecast)**
- Discuss who to contact if issues arise during scoring sessions **(point out Appendix B: "Frequently Asked Questions about Scoring")**
- Review sample agenda for 3-hour training

Reflection Form

Portfolio Scoring Training
6- hour Agenda

<u>Attendance Paperwork</u>

<u>Discussion Rules</u>   (All referenced pages are in Part 2 of the *Kentucky Writing Handbook*)
- Discuss holistic versus analytical scoring **(pg.2)**
- Review "Discussion Rules for Scorers" **(pg. 14)**
- Discuss objectivity issues/bias **(pg. 9)**

<u>Scoring Tools</u>
- Review categories of writing and their characteristics **(handout)**
- Review how to apply the criteria to poetry and analytical/technical writing **(pg. 10-13)**
- Review scoring rubric using the anchor papers **(rubric on pages 25-26)** and introduce use of the score report form **(pg. 9 in Appendix A)**
    - CONTENT
        - Review the scoring rubric language (content only)
        - Read the anchor papers for CONTENT
        - Discuss the indicators in each cell
        - Score the CONTENT of <u>a piece</u> in the **first training** portfolio (literary or transactive)
        - Discuss the rationale for the CONTENT score of that piece
    - STRUCTURE
        - Review the scoring rubric language (structure only)
        - Read the anchor papers for STRUCTURE
        - Discuss the indicators in each cell
        - Score the STRUCTURE of the <u>same piece</u> in the **training** portfolio
        - Discuss the rationale for the STRUCTURE score of that piece
    - CONVENTIONS
        - Review the scoring rubric language(conventions only)
        - Read the anchor papers for CONVENTIONS
        - Discuss the indicators in each cell
        - Score the CONVENTIONS of the <u>same piece</u> in the **training** portfolio
        - Discuss the rationale for the CONVENTIONS score of that piece

<u>Scoring Process</u>
- Review the scoring process for a whole portfolio **(use flowchart-pg. 3)**
- Score the remainder of the pieces in the **training** portfolio using the process outlined in the flowchart (use the same score report form from above)
- Review and discuss the rationale for the pieces in the training portfolio
- Score the **first practice** portfolio
- Review and discuss the rationale for the pieces in the portfolio

<u>Scoring Concerns</u>
    - Complete and incomplete portfolios **(pages 18-20)**
    - Alerts **(pages 16-17 and page 11 in Appendix A)**

<u>Extra Practice</u>

- Score **second training portfolio** as needed
- Score **second practice portfolio** as needed

Portfolio Scoring Training
3- hour Agenda
3- hour Training; 3- hour Preparation

<u>Attendance Paperwork</u>

All the bullets under the Discussion Rules must be reviewed and discussed on the day of the scoring and is not included in the 3- hour training.

<u>*Discussion Rules*</u> ***(All referenced pages are in Part 2 of the Kentucky Writing Handbook)***
- *Discuss holistic versus analytical scoring **(pg.2)***
- *Review "Discussion Rules for Scorers" **(pg. 14)***
- *Discuss objectivity issues/bias **(pg. 9)***

<u>Scoring Tools</u>
- Activity to review categories of writing and their characteristics **(4-box handout)**
- Activity to review criteria for poetry
- Activity to review criteria for informative/technical (all grade levels) and analytical writing (12 grade only) **(pg. 10-13)**
- Review scoring rubric using the anchor papers **(rubric on pages 25-26)** and introduce use of the score report form **(pg. 9 - Appendix A)**
    - CONTENT
        - Review the scoring rubric language (content only)
        - Read the anchor papers for CONTENT
        - Discuss the indicators in each cell
        - Score the CONTENT of <u>a piece</u> in the **first training** portfolio (literary or transactive)
        - Discuss the rationale for the CONTENT score of that piece
    - STRUCTURE
        - Review the scoring rubric language (structure only)
        - Read the anchor papers for STRUCTURE
        - Discuss the indicators in each cell
        - Score the STRUCTURE of the <u>same piece</u> in the **training** portfolio
        - Discuss the rationale for the STRUCTURE score of that piece
    - CONVENTIONS
        - Review the scoring rubric language (conventions only)
        - Read the anchor papers for CONVENTIONS
        - Discuss the indicators in each cell
        - Score the CONVENTIONS of the <u>same piece</u> in the **training** portfolio
        - Discuss the rationale for the CONVENTIONS score of that piece

<u>Scoring Process</u>
- Review the scoring process for a whole portfolio **(use flowchart-pg. 3)**
- Score the remainder of the pieces in the **training** portfolio using the process outlined in the flowchart (use the same score report form from above)
- Review and discuss the rationale for the pieces in the training portfolio
- Score the **first practice** portfolio
- Review and discuss the rationale for the pieces in the portfolio

All the bullets under the Scoring Concerns must be reviewed and discussed on the day of the scoring and is not included in the 3- hour training.

<u>Scoring Concerns</u>
  - ○ *Complete and incomplete portfolios **(pages 18-20)***
  - ○ *Alerts **(pages 16-17 and page 11 - Appendix A)***

<u>Extra Practice</u>

  - Score **second training portfolio** as needed
  - Score **second practice portfolio** as needed

The 3- hour preparation will include viewing the telecast, reading the anchor papers(with reference to the scoring rubric), and reading the training and practice portfolios used in the 6- hour agenda. The scorer must complete and return the reflective handout with all questions answered. The responses written on the handout should be addressed during the 3-hour training.

In order to receive the 6 hours for professional development, the scorer must complete the reflective handout and return it to the cluster leader. However, it is a district decision on the number of hours of professional development that they will grant.

Kentucky Writing Scoring Rubric

0	1	2	3	4
CONTENT **Purpose and Audience; Idea Development and Support**				
The writing: □ Lacks purpose	The writing: □ Attempts to establish a general purpose; lacks focus	The writing: □ Attempts to establish and maintain a narrowed purpose; some lapses in focus	The writing: □ Establishes and maintains an authentic focused purpose throughout	The writing: □ Establishes and maintains an authentic and insightful focused purpose throughout
□ Lacks awareness of audience	□ Indicates limited awareness of audience's needs	□ Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone	□ Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone	□ Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone
□ Lacks idea development; may provide random details	□ Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre	□ Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre	□ Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre	□ Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre
0	**1**	**2**	**3**	**4**
STRUCTURE **Organization: unity and coherence; Sentences: structure and length**				
The writing: □ Demonstrates random organization	The writing: □ Demonstrates ineffective or weak organization	The writing: □ Demonstrates logical organization with lapses in coherence	The writing: □ Demonstrates logical, coherent organization	The writing: □ Demonstrates careful and/or subtle organization that enhances the purpose
□ Lacks transitional elements	□ Demonstrates limited and/or ineffective transitional elements	□ Demonstrates some effective transitional elements	□ Demonstrates logical, effective transitional elements throughout	□ Demonstrates varied and subtle transitional elements throughout
□ Demonstrates incorrect sentence structure throughout	□ Demonstrates some ineffective or incorrect sentence structure	□ Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure	□ Demonstrates control and variety in sentence structure	□ Demonstrates control, variety and complexity in sentence structure to enhance meaning
0	**1**	**2**	**3**	**4**
CONVENTIONS **Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation**				
	The writing: □ Demonstrates lack of control in grammar and usage	The writing: □ Demonstrates some control of grammar and usage with some errors that do not interfere with communication	The writing: □ Demonstrates control of grammar and usage relative to length and complexity	The writing: □ Demonstrates control of grammar and usage to enhance meaning
	□ Demonstrates incorrect or ineffective word choice	□ Demonstrates simplistic and/or imprecise word choice	□ Demonstrates acceptable word choice appropriate for audience and purpose	□ Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose
	□ Demonstrates lack of control in correctness	□ Demonstrates some control of correctness with some errors that do not interfere with communication	□ Demonstrates control of correctness relative to length and complexity	□ Demonstrates control of correctness to enhance communication

Kentucky Writing Scoring Rubric

Scoring Criteria	Complete/Incomplete Portfolios
Purpose/Audience: The degree to which the writer maintains a focused purpose to communicate with an audience by ❑ Narrowing the topic to establish a focus ❑ Analyzing and addressing the needs of the intended audience ❑ Adhering to the characteristics of the form (e.g., format, organization) ❑ Employing a suitable tone ❑ Allowing a voice to emerge when appropriate	**A portfolio is incomplete if it does not contain** ❑ **A table of contents page* which indicates the following:** • **Required writing in each category** (reflective, personal **or** literary, transactive, transactive with analytical or technical focus [**12th grade only**])
Idea Development/Support: The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using ❑ Logical, justified and suitable explanation ❑ Relevant elaboration ❑ Related connections and reflections ❑ Idea development strategies appropriate for the form (e.g., bulleted lists, definitions)	• **Required number of pieces in each category** ○ **4th grade**—3 pieces (1 in each category) ○ **7th grade**—3 pieces (1 in each category) ○ **12th grade**—4 pieces (1 in each category) • **Required number of content pieces identified by content area class** ○ **4th grade**—no content piece is required to be identified ○ **7th and 12th**—one content piece other than English/language arts identified by content area class
Organization: The degree to which the writer creates unity and coherence to accomplish the focused purpose by ❑ Engaging the audience and establishing a context for reading ❑ Placing ideas and support in a meaningful order ❑ Guiding the reader through the piece with transitions and transitional elements ❑ Providing effective closures	❑ **A signed Student Signature Sheet** **A portfolio is also incomplete if any piece** • is proven to be **plagiarized** • is different from those listed in the **Table of Contents**
Sentences: The degree to which the writer creates effective sentences that are ❑ Varied in structure and length ❑ Constructed effectively ❑ Complete and correct	• is written in a **language other than English** • demonstrates **only computational skills** • consists of **only diagrams or drawings** • represents **a group entry**
Language: The degree to which the writer demonstrates ❑ Word choice • Strong verbs and nouns • Concrete and/or sensory details • Language appropriate to the content, purpose and audience ❑ Concise use of language ❑ Correct grammar/usage	***Use of the Table of Contents page in the Kentucky Writing Handbook is recommended.** **If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct total number of pieces,**
Correctness: The degree to which the writer demonstrates ❑ Correct spelling, punctuation and capitalization ❑ Appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)	**the correct number of content pieces, and the correct number of pieces in each category.**

The Analytical Scoring Process

Analytical scoring is the process of evaluating different qualities of a single piece of writing based on the scoring criteria and anchor papers. Each piece in a student's writing portfolio will be scored by this process. A composite score for a portfolio will be calculated using subdomain scores for each piece in that portfolio. The *Kentucky Writing Scoring Rubric* establishes the following subdomains (Content, Structure, Conventions) and indicators as the basis of scoring Kentucky writing portfolios:

- ❑ **CONTENT**
  - o Purpose and Audience
  - o Idea development and Support

- ❑ **STRUCTURE**
  - o Organization: unity and coherence
  - o Sentences: structure and length

- ❑ **CONVENTIONS**
  - o Language: grammar and usage, word choice
  - o Correctness: spelling, punctuation, capitalization, abbreviation, and documentation

These criteria are the only ones by which writing portfolios are judged. Personal biases like poor handwriting or a particular student's ability or behavior cannot be considered in the evaluation of student writing.

- **Double-blind Scoring**

  Beginning in 2006-2007, all schools must score the completed writing portfolios using double-blind scoring during a scoring session in which all scorers and the scoring leader/facilitator are present.

  - **In double-blind scoring, scorers do not know the identity of the previous scorer and are unaware of previous scores. Any record of previous scores should be removed from the portfolio by the scoring leader/facilitator or designee.**

  - The session begins with portfolios distributed among scorers. Each scorer will then score a portfolio, recording the subdomain scores for each piece in the portfolio on a copy of the *Score Report Form*.

  - Once a portfolio is scored, it is given to a person designated to record scores (scoring leader/facilitator). The scoring leader/facilitator will remove the *Score Report Form* (and/or any notes indicating a score or scorer) and redirect the portfolio to another scorer.

  - The second scorer scores the portfolio, records the subdomain scores for each piece on the *Score Report Form* and returns the portfolio to the person recording the scores.

  - The scoring leader/facilitator will determine the need for a third scorer based on guidelines provided with the KDE spreadsheet.

  - The scoring leader/facilitator will record the scoring data in the spreadsheet.

Components of a Scoring Session

Introduction

Careful planning prior to scoring sessions will create the appropriate conditions for scoring to take place. Cluster leaders need to keep in mind the following information when planning their spring scoring sessions.

Team Makeup

All members of the scoring team must receive current scoring training for the year portfolios are scored. Members of the scoring team may be certified teachers of non-accountability years as well as those of accountability grade levels. Administrators may also serve as scorers. Only certified school personnel may provide the accountability score.

REMINDER: *703 KAR 5:010* also specifies that the classroom teacher primarily responsible for overseeing the completion of a student's writing portfolio shall not serve as a scorer of record for that student's accountability portfolio.

Some schools purposely rotate members of their scoring teams, always keeping some experienced scorers on the team, but consciously including many teachers over a period of years. In other schools, teams remain static by design, and teams change only when staff/team members leave the school and new members take their places. Schools may also consider adding more members to the teams to decrease the scoring amount per scorer. The design of the team should meet the needs of the individual schools and districts.

Scoring Design

703 KAR 5:010 specifies that no scorer shall score more than 30 portfolios unless he/she agrees to score more. The scoring design should be planned with reasonable numbers in mind. When schools/districts provide release time or pay teachers for non-school time spent scoring, teachers may agree to score more than 30 portfolios. **When schools do not provide time or money for scoring, they should consider increasing the number of scorers on the team**.

Quality Control

> **Note:** Quality control portfolios are secure assessment materials and should be stored by the DAC with other secure assessment materials.

Scorers should read and score KDE-provided quality control portfolios (those with scores assigned by Scoring Accuracy Assurance Team Members) throughout the scoring session. The session leader keeps records of scorers' accuracy on quality control portfolios. These records provide information to schools/districts as to which scorers are most accurate. The following guidelines should be considered when planning for the use of quality control portfolios during scoring sessions:

- ❑ Schools should reproduce enough copies of the quality control portfolios for all scorers to read and score at the same time, allowing for a short discussion of the portfolio and the scoring criteria and rationale when all scores have been turned in.

- ❑ A quality control portfolio should be used after initial recalibration at the beginning of each scoring session and to refocus the scoring team after a long break such as lunch.

- ❑ Many schools with proven accuracy, as determined by KDE audits, also use quality control portfolios mid-morning and mid-afternoon in an all-day scoring session. Teams have also found it helpful to incorporate quality control portfolios after scoring 5-7 accountability portfolios.

- ❑ Another quality control component may be added with the use of table leaders during the scoring session.   Table leaders are chosen from the most experienced and accurate scorers to "read behind" the scorers at their tables (4-5 scorers per table). At state scoring sessions, KDE requires table leaders to read 1 out of every 5 portfolios scored by each scorer (at least 20%). However, given the number of portfolios to be scored, table leaders may select a certain percentage or number of portfolios to read-behind each scorer to ensure consistency (e.g., 1 out of 10, 1 out of 8). The table leader should choose the portfolio for "read-behinds" at random from each scorer's finished stack and should provide a "blind" read/scoring.   The read-behinds function as a quality control measure.

  At a school scoring session when the table leader's score disagrees with the reader's score, the table leader discusses and clarifies the score with the reader outside the scoring area. **It is important to note that this table leader's score is not one of the two required scores for accountability purposes. The table leader's score is a quality control measure. Records should be kept of all table leaders' "read-behind" scores.**

Site and Time for Scoring*

The following guidelines should be followed in planning sites and time for scoring portfolios:

- ❑ Scorers work at a common session held at a school, the district offices, or a community building with the scoring facilitator present.

- ❑ Scoring takes place during the school day in a controlled setting with the scoring facilitator present.

- ❑ Scoring takes place after school hours but in a controlled setting with the scoring facilitator present.

* A "controlled setting" indicates that many scorers are scoring together in a session and that the scoring leader/facilitator is present to complete read-behinds, keep quality control records and maintain score records.

District/ School Support

Preferred Options

Please refer to the previous reminder about the number of portfolios that any one scorer may be required to score.

- ❑ District or school provides substitutes/release time for scorers during the school day.
- ❑ District pays scorers per hour or per portfolio for scoring sessions after school hours.

Basic List of Materials Needed for a Scoring Session

- ❑ a *Kentucky Writing Scoring Rubric* for each scorer
- ❑ copies of "Part II: Scoring" of the *Kentucky Writing Handbook* for each scorer
- ❑ quality control portfolios and rationales for each scorer
- ❑ *Score Report Forms* (double the number of portfolios plus extra ones for table leader read-behinds and third reader scoring, as necessary)
- ❑ record keeping forms (quality control records, table leader's read-behind records, "Notification of Authorities" form for alert papers)

CATEGORIES OF WRITING

REFLECTIVE	PERSONAL/EXPRESSIVE
An analysis and evaluation of personal progress in writing through literacy The writing… • Contemplates his/her literacy experience • Analyzes own strengths and areas of growth in writing • Allows the content to determine the form and audience • Analyzes and addresses needs of the intended audience • Speaks directly to the audience • Develops the connection between growth as a reader and skills as a writer • Analyzes the connections • Supports claims with personal experience about self through insight • Organizes the connections logically, effectively, using paragraphing, transitions, a variety of sentences, etc. • Uses grammar and word choice that is appropriate for purpose and audience	**Narrative**-focuses on a significant single event **Memoir**-focuses on the significance of a relationship with an individual person, place, animal, or thing **Essay**-focuses on a central idea about the writer or the writer's life The writing… • Establishes the significance of one event, relationship, or central idea • Communicates the significance (impact) and/or leaves the reader with a single impression • Develops ideas by using relevant/specific details from personal experiences • Shows emotions, thoughts and/or insight through descriptions as appropriate • Uses dialogue as appropriate • Uses grammar and word choice that is appropriate for purpose and audience

CLUSTER LEADERS/DACS PAPERWORK/DUTIES
SCORING WRITING PORTFOLIOS

CLUSTER LEADERS	DACS
Will have the appropriate number of forms below copied o Score form (3xs per portfolio) o Rubric (2xs per scorer) o Anchor Papers (1 copy of full set per scorer) o Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing (1 per scorer) o Applying the Criteria of Effective Writing to Poetry (1 per scorer) o Portfolio Scoring Accumulation form (at least one copy for each portfolio) o 3 Quality Control Portfolios (1 copy of each per scorer) o Quality Control Record form (1 for cluster leader/scoring facilitator) o Quality Control Steps (1 for cluster leader/facilitator o Principal's Quality Control Portfolio Confirmation sheet o Post-It Notes Other duties o Contact DAC at least a week before scoring for SSID numbers and labels o Have appropriate grade level teachers to put SSID labels on portfolios and complete students' information on the Portfolio Scoring Accumulation form o Contact DAC at least a week before scoring for Quality Control Portfolios o Have KDE Scoring video recorded o Train scorers o Facilitate scoring session o Return all copies of Quality Control Portfolios to DAC o Return Portfolio Scoring Accumulation forms to DAC o Return Quality Control Record to DAC o Store scored portfolios along with Score Report forms in secured place	o Communicate with BACS/Cluster Leaders for scoring dates o Supply Cluster Leaders with SSID numbers and labels at least one week before scoring o Supply Cluster Leaders with Quality Control Portfolios (may make needed # of copies if possible) at least one week before scoring o Select designee(s) other than cluster leader for entering scoring data (for large districts, designees may enter data separately for different schools at district level location, but must for merge files into one) o Collect Portfolio Scoring Accumulation forms from Cluster Leaders o Enter or facilitate the entering of data o Upload Date Files to OAA o Keep Portfolio Scoring Accumulation forms on file o Collect Quality Control Portfolios, Quality Control Record and Principal's Quality Control Portfolio Confirmation sheet from Cluster Leaders and store in secured place o Notify Cluster Leaders of audit selection o Facilitate copying and mailing of audited portfolios to testing contractor o Share audit reports with schools These duties have Office of Assessment and Accountability approval.

QUALITY CONTROL PORTFOLIO PROCEDURES

Quality Control Portfolios are **secure** portfolios that have preassigned scores by the Scoring Accuracy Assurance Team. These are used to bring scorers back to the language of the rubric in any subdomain during the scoring of portfolios. The use of the Quality Control Portfolios is **mandated** by the Kentucky Department of Education.

General Directions

- Schools should reproduce enough copies of the Quality Control Portfolios so that all scorers will be able to read and score them at the same time, allowing for a short discussion of the portfolios and the scoring criteria and rationale when all scores have been turned in. The elementary and middle school will have three Quality Control Portfolios and the high school will have four. This means that the Cluster Leader/Scoring Facilitator will have nine (elem. and middle) and 12 (high school) Quality Control Portfolio **pieces** to use for the quality control procedure. **Cluster Leaders must designate 1 whole portfolio (three pieces for elem. and middle, four pieces for high school) that will be used with the whole group.**
- The use of the Quality Control Portfolio piece **must** take place after the initial recalibration at the beginning of each scoring session and either after a long break or after lunch again. In addition, schools with proven accuracy use the quality control procedure mid-morning and mid-afternoon in an all-day scoring session.
- Scores from the quality control procedure must be recorded **each** time on the Quality Control Record and sent to the DACS. Cluster Leaders should keep a copy of the record as well.
- Besides using the mandated Quality Control Portfolio Procedures during the scoring of the portfolios, the use of table leaders may be initiated. This has proven beneficial to larger schools.

Steps

1. **One piece** (example-reflective) from a Quality Control Portfolio will be used after initial recalibration at the **beginning of each** scoring session. The subdomain scores (content, structure, conventions) must be **exact or adjacent**.
2. The Cluster Leader/Scoring Facilitator on the Quality Control Portfolio Record will record the scorer's scores.
3. Discussion will follow using the rationale and rubric.
4. If everyone scores the piece from the Quality Control with exact or adjacent subdomain scores, scoring of the live portfolios may begin.
5. If any scorer **has one or more of the subdomains' scores nonadjacent (two or more points) in the piece** (example-content from the reflective), then they will need to discuss with the Cluster Leader/Scoring Facilitator the rubric and the Anchor Papers from the subdomain that was nonadjacent. A **second piece** (example-literary) from the Quality Control Portfolio will be scored by the scorer. His/her scores will be recorded on the Quality Control Record. Scorers may begin scoring if Quality Control piece is **exact or adjacent in each subdomain**.
6. The scoring director can monitor the scoring of team members that had nonadjacent scores of the Quality Control Portfolio piece by having them to read another Quality Control piece after scoring **at least five portfolios**. Record the subdomain scores on the Quality Control Portfolio Record. If **any** of the subdomain scores are **non-adjacent** from that piece, discuss the rationale, score, and Anchor Paper of the nonadjacent subdomain. Have the scorer to read **one more** Quality Control Portfolio piece. Record the subdomain scores. Scorers may **continue scoring** if Quality Control piece is **exact or adjacent** in each subdomain.

> **All copies of the Quality Control Portfolios and the Quality Control Portfolio Record are to be sent back to the DACS after scoring session ends, to be stored with other secure assessment materials.**

QUALITY CONTROL PORTFOLIOS RECORD
DATE OF SCORING SESSION_____

Scorer's Name _____

Q. C. Number	Piece Name	Category	Scorer's Scores/ True Scores			Difference		
			Content	Structure	Conventions	Content	Structure	Conventions

TABLE LEADER READ-BEHIND PROCEDURES

Besides using the mandated Quality Control Portfolio Procedures during the scoring of portfolios, another quality control component **may** be added with the use of table leaders. This is especially beneficial to large districts.

General Instructions

- Table leaders are chosen from the most experienced and accurate scorers to "read behind" the scorers at their tables (4-5 scorers per table).

- Cluster Leaders will direct table leaders to **read at least 1 piece from every one or two portfolios** of the scorers to ensure consistency. **Two of the three subdomain** scores must be **exact or adjacent** with the table leader's scores.

- The table leader should choose the piece for "read-behinds" **at random** from each scorer's finished stack and should provide a **"blind" read/scoring**. The read-behinds function as a quality control measure.

- If the table leader's score **is nonadjacent in any subdomains** with the scorer's score, the table leader will discuss and clarify the score using the rubric with the reader, outside the scoring area. **It is important to note that this table leader's score is not one of the two required scores for accountability purposes. The table leader's score is a quality control measure.**

- The table leader will monitor the scorer by reading **another piece** after the scorer has scored another portfolio. If the table leader disagrees with subdomain scores of the scorer **again**, the **Cluster Leader** will discuss the rubric and Anchor Papers that pertain to the nonadjacent scores of the scorer. A **Quality Control Portfolio piece** will be scored by the scorer. The score **will be recorded** on the **Quality Control Record**. The scorer may continue scoring if subdomain scores are exact or adjacent. If nonadjacent scores occur, measures may be taken to assign the scorer to other duties in the scoring room.

- Table leaders should keep records of **all original and read-behind** scores on the **Table Leader Read-Behind Record**. The record will **be kept by the Cluster Leader** for future reference.

TABLE LEADER READ-BEHIND RECORD
DATE OF SCORING SESSION_____

Table Leader's Name_____
Scorer's Name _____

Portfolio Number (SSID)	Category	Scorer's Scores/ Table Leader's Scores			Difference		
		Content	Structure	Conventions	Content	Structure	Conventions

Instructions: As you read each piece, record your score for each subdomain (content, structure, conventions) in the boxes indicated. You may elect to check the "Content Area" line to identify the content requirement (if applicable).				**Incomplete Portfolios, circle item(s)**

Reflective **Content area** _____	**Personal/Literary** **Content area** _____	**Transactive** **Content area** _____	**Transactive with an analytical or technical focus (12th only)** **Content area** _____
Content Purpose ___ Audience ___ Idea Dev. ___ Most frequent score (0-4) ☐	**Content** Purpose ___ Audience ___ Idea Dev. ___ Most frequent score (0-4) ☐	**Content** Purpose ___ Audience ___ Idea Dev. ___ Most frequent score (0-4) ☐	**Content** Purpose ___ Audience ___ Idea Dev. ___ Most frequent score (0-4) ☐
Structure Organization ___ Transitions ___ Sentence Structure ___ Most frequent score (0-4) ☐	**Structure** Organization ___ Transitions ___ Sentence Structure ___ Most frequent score (0-4) ☐	**Structure** Organization ___ Transitions ___ Sentence Structure ___ Most frequent score (0-4) ☐	**Structure** Organization ___ Transitions ___ Sentence Structure ___ Most frequent score (0-4) ☐
Conventions Grammar ___ Word Choice ___ Correctness ___ Most frequent score (1-4) ☐	**Conventions** Grammar ___ Word Choice ___ Correctness ___ Most frequent score (1-4) ☐	**Conventions** Grammar ___ Word Choice ___ Correctness ___ Most frequent score (1-4) ☐	**Conventions** Grammar ___ Word Choice ___ Correctness ___ Most frequent score (1-4) ☐

The composite scores for portfolios will be calculated using the KDE spreadsheet provided to each district with testing materials. A designated district person is responsible for recording the data into the spreadsheet to calculate composite scores.

Incomplete Portfolios, circle item(s)

[MISING PIECES] **A portfolio is incomplete if it does not contain**

1. **A table of contents page which indicates the following:**
   - **Required writing in each category** (reflective, personal **or** literary, transactive, transactive with analytical or technical focus [**12th grade only**])
   - **Required number of pieces in each category**
     - **4th grade**—3 pieces (1 in each category)
     - **7th grade**—3 pieces (1 in each category)
     - **12th grade**—4 pieces (1 in each category)
2. **A signed Student Signature Sheet**

[MISSING CONTENT AREA REQUIREMENT] **Required number of content pieces identified by content area class**
   - **4th grade**—no content piece is required to be identified
   - **7th and 12th**—one content piece other than English/language arts identified by content area class

[PLAGIARIAM] is proven to be **plagiarized**

[OTHER]
   - is different from those listed in the **Table of Contents**
   - is written in a **language other than English**
   - demonstrates **only computational skills**
   - consists of **only diagrams or drawings**
   - represents **a group entry**

36 points are possible for 4th and 7th grade portfolios; 48 points are possible for 12th grade portfolios.   January 2007

Portfolio Scoring Accumulation Sheet

State Student ID:

Last Name:

First Name:

MI:

Date of Birth

MM	DD	YYYY

Grade Level: `4 / 7 / 12`

Tested District

Tested School

Accountable District

Accountable School

Incomplete Reasons

(Check all that apply)	Rd1	Rd2	Rd3
Missing Pieces			
Missing Content Area Requirement			
Plagiarism			
Other			

Exclusions: (Check all that apply)

- Foreign Exchange Student
- Participates in AP per KDE policy
- Expelled and not receiving services
- Enrolled in KY public schools or districts for less than a full academic year
- LEP student has not been in an English language instructional environment for at least two full school years

(Revised 01/05/2007)

Rd 1 ID	Rd 2 ID	RD 3 ID

Reflective

	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

Personal / Literary

	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

Transactive

	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

Transactive w/Anal. Or Tech.

12th grade only

	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

Writing Portfolio Scoring Data Entry Application:
Instructions for Use

Kentucky Department of Education
Office of Assessment and Accountability
January 2007

The WP Scoring Application is designed to assist district personnel in collecting the scores of the 4, 7, and 12 grade writing portfolios and getting that information to the Office of Assessment and Accountability.
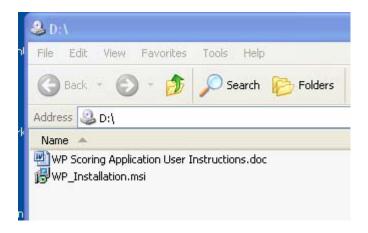
The purpose of these instructions is to:
- familiarize you with the procedures for installing the application on your computer
- provide a broad overview of the capabilities of the application

- inform you of the procedure for exporting your data to a file and uploading that file to the Office of Assessment and Accountability.
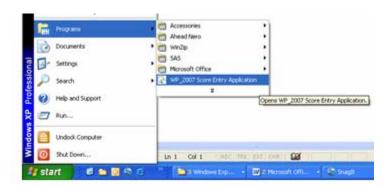
Installing the Application:

The Application can only be installed on a machine using Microsoft Windows, whether that machine is a PC or a Macintosh equipped with Virtual PC software. The application should run on any version of Microsoft Access, but Access 2000, XP or 2003 are recommended.

The installation is extremely simple. Open the CD and Double click on the WP_Installation.msi file.
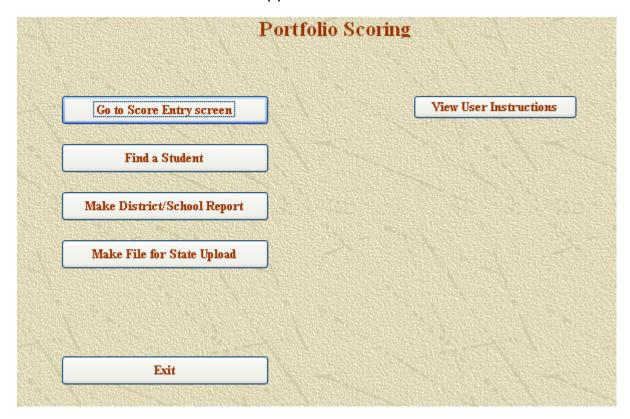

Follow the prompts for doing the installation.   You may take the CD out of the computer after installation, it is not longer needed for the data entry process.

The installer will not place an icon on your desktop during installation, so you will need to click on your Start Menu, select Programs and locate the application name.

If you wish you can create a shortcut and place it on your desktop.
Look for "2007 WP Scoring Application.mdb", in the C:\ Program Files\ WP_2007\ WP.MM\ folder. (Depending on your version of Windows, the .mdb extension may or may not be visible)
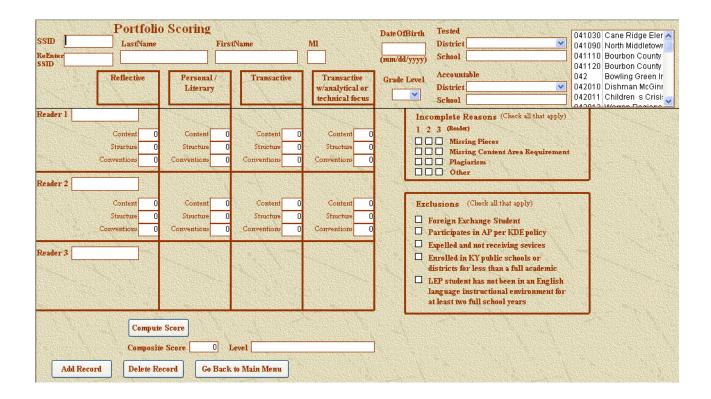
This is the "main menu" of the application.

This is the "Go To Score Entry screen"
All of the fields in the top portion are required, except the MI, middle initial is optional.
1) Note that the **SSID**, **S**tate **S**tudent **ID**entification number must be entered twice. That is because this is the primary matching field with the student's record. Use caution in making sure this is the correct number for this student.
2) Date of Birth is in the MM(month) / DD(day) / YYYY(year) layout. Slashes are needed between the date values.
3) Select Tested District using the drop down arrow or typing the first letter of the district name, then in the box to the right, the associated schools will be displayed for selection. Follow the same procedure for **Accountable District and School** if they are different than the **Tested District and School.**
4) Then enter the data by Reader for the scoring and needed Exclusions, or Incomplete fields.
5) When entry is complete, press Compute Score to validate the entries and post the score. Then save the entry by pressing the Add Record button.

Portfolio Scoring

SSID

ReEnter SSID

LastName   FirstName   MI

DateOfBirth (mm/dd/yyyy)

Tested
District
School

Accountable
District
School

Grade Level

041030	Cane Ridge Eler
041090	North Middletown
041110	Bourbon County
041120	Bourbon County
042	Bowling Green Ir
042010	Dishman McGinr
042011	Children s Crisi:

Reflective	Personal / Literary	Transactive	Transactive w/analytical or technical focus

Reader 1

Content 0	Content 0	Content 0	Content 0
Structure 0	Structure 0	Structure 0	Structure 0
Conventions 0	Conventions 0	Conventions 0	Conventions 0

Reader 2

Content 0	Content 0	Content 0	Content 0
Structure 0	Structure 0	Structure 0	Structure 0
Conventions 0	Conventions 0	Conventions 0	Conventions 0

Reader 3

Incomplete Reasons (Check all that apply)
1 2 3 (Reader)
☐ ☐ ☐ Missing Pieces
☐ ☐ ☐ Missing Content Area Requirement
☐ ☐ ☐ Plagiarism
☐ ☐ ☐ Other

Exclusions (Check all that apply)
☐ Foreign Exchange Student
☐ Participates in AP per KDE policy
☐ Expelled and not receiving sevices
☐ Enrolled in KY public schools or districts for less than a full academic
☐ LEP student has not been in an English language instructional environment for at least two full school years

Compute Score

Composite Score 0   Level

Add Record   Delete Record   Go Back to Main Menu

This is the "Find A Student" screen.

Once a student's information has been entered, if you need to make any changes, enter his/her SSID number and click "Show Record".

Find a student record already entered into the application

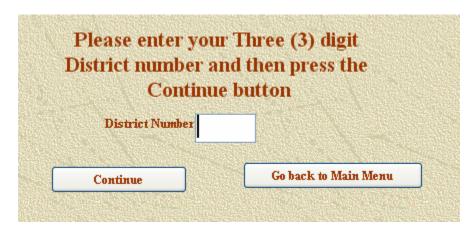State Student ID

Show Record   Go back to Main Menu

When All Data has been entered.

If you desire or need a hard copy of the entered data, you may click on the "Make District/School Report". This will generate a report in SSID sequence for all of the entered data. Since this contains students' names and scoring information ***treat this material as confidential***.

SSID	Last Name	First Name	MI	DOB	Grade	Composite Score & Performance Level
2121212121	sadfkjh	asdfkjhasdf		12/12/1989	7	0

Testing District
011 Anderson County

Testing School
011050 Saffell Street Elementary School

Exclusions:
- Foreign Student
- AP Student
- Expelled
- Not enrolled for full yr
- LEP student less than two full years

Accountable District
011 Anderson County

Accountable School
011050 Saffell Street Elementary School

Reader ID	Reflective			Personal/Lit			Transactive			TAT			Incomplete			
	Conte	Struct	Conv	Conte	Struct	Conv	Conte	Struct	Conv	Conte	Struct	Conv	Piece	Conte	Plagia	Other
	0	0	0	0	0	0	0	0	0							
	0	0	0	0	0	0	0	0	0							
	0	0	0	0	0	0	0	0	0							

Exporting Your Data:

When your student data has been reviewed and corrected, and your report has been reviewed for completeness, you are ready to send the data to the Office of Assessment and Accountability. It is time to click the **Make File for State Upload** button on the Main Menu. When you click on this button, you will need to enter your District's three digit number

Please enter your Three (3) digit District number and then press the Continue button

District Number

Continue   Go back to Main Menu

and then after clicking on the Continue button, you will receive the following message:

WP Scoring Application - Export Data

ⓘ Your export is complete. Your export file is named: WP07_001 or WP07_001.csv, and is located at: C:\Program Files\WP_2007\WP.MM. WRITE THIS FILE NAME AND LOCATION DOWN.
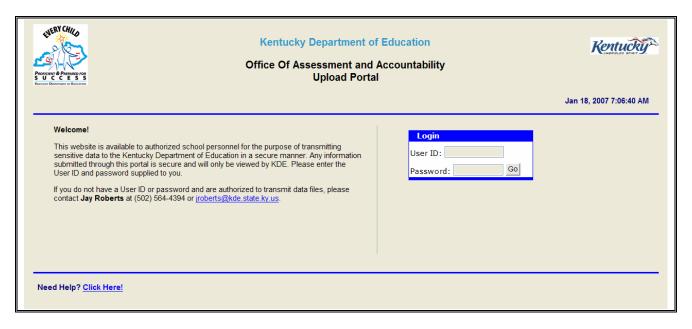
[OK]

With your file safely stored on your PC, it is ready to upload.
You may Exit the Application. See next page for upload application instructions.

For those districts that need to have multiple entry sites or multiple entry computers, see the document titled "Two ways to combine many CSV files into one CSV file.doc" on the CD in the "Multiple CSV file processing" folder for instructions on how to make one file for uploading to the state.

INSTRUCTIONS:

1. Go to the website http://apps.kde.state.ky.us/oaa_upload/index.cfm

2. Type in for the User ID [KCCTFILE] and for the Password [UPLOAD]. If you have any questions, please contact Edgar Adams via phone: (502) 564-9853 or email: Edgar.Adams@education.ky.gov .

3. After successful login, please enter the 3-digit district number, name, and e-mail address.

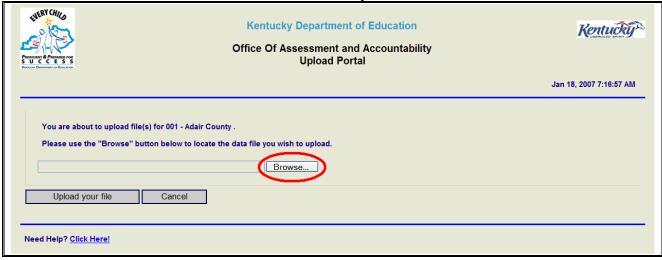4. DO NOT CHECK the checkbox to email the Commissioner of Education regarding this upload.
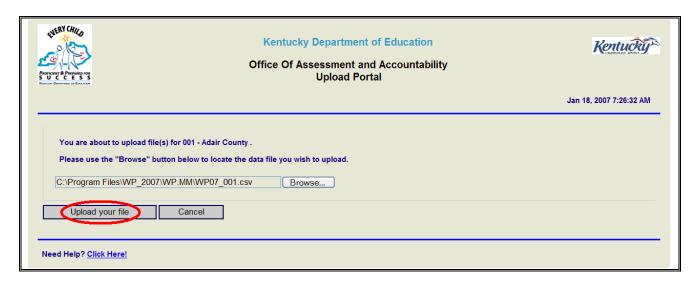

5. Click on "Continue" button.

6. The screen will display the district number you entered as shown below (example). Click on the "Yes" button if the district number is correct. If you entered the incorrect district number, click on the "No" button to re-enter the district number.
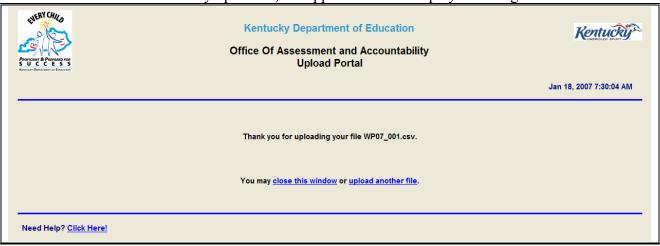

Click on the **"Browse"** button to locate the file on your machine.

7. After selecting the file to upload, click on the **"Upload Your File"** button to upload the selected file.

8. After the file is successfully uploaded, the application will display a message as shown below.

If you have questions about this process or need assistance with the application's use, your first point of contact should be Edgar Adams
by telephone (502)564-9853) or
by email at Edgar.Adams@education.ky.gov